DOCUMENT RESUME

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ABSTRACT

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers 100 ideas for using the daily newspaper to teach lower elementary classes language arts, social studies, and mathematics. The 100 ideas may be adapted to either group or individual instruction; however, the teachers highly recommend individualized instruction. (SW)

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100 ideas for using

YOUR DAILY NEWSPAPER TO TEACH LOWER ELEMENTARY CLASSES

(Three-on-Two)

An educational project of the
Hawaii Newspaper Agency, Inc.

CS 201 682

"What is a living textbook?" the teacher asked 60 kindergarten-first grade youngsters sitting on the floor in a rural schoolroom.

"The newspaper," they answered.

"How can that be? Does the newspaper hear?"

"No."

"Does the newspaper feel?"

"No."

"Does the newspaper eat?"

"No."

"Does the newspaper speak?"

"Yes."

"How?"

"By the words."

Not bad for five and six-year-olds.

These students are in a three-on-two class at Haleiwa. Their teachers are Mrs. Betty Jenkins, Mrs. Anne Peterson and Mrs. Lani Quiocho. With Miss Lucille Goderre, now a counsellor, they have developed more than 100 ways to use the daily newspaper to teach better.

The 100 ways that follow can be adapted to either group or individual instruction, though the teachers themselves are convinced that individualized instruction is the best way to teach.

The advantages of incorporating the daily paper into their program?

* The students are proud of it.

* They feel like "bigger people."

* They can cut it up and mark it.

* They see it at home.

* They are interested in what it contains.

* It is more realistic than a textbook.

Mrs. Jenkins and her team-mates stress that teachers, if they use these ideas, should adapt them to their own students and their own temperaments and methods. The Haleiwa teachers use envelopes but there are all sorts of adaptations available to the imaginative teacher.

A word about the class structure. The large, carpeted room has no desks for either teachers or students. Therefore, there is no front to the room and teachers and students work together instead of the students working for the teachers.

Each child has a folder for his work and a place to put it, but supplies are community property.

The program and its objectives are carefully planned but there is no rigid pattern for procedure.

"Play is the serious business of childhood" might well be the class theme. The teachers believe that children learn while doing and that, the more they enjoy the doing, the faster they will learn.

Mrs. Jenkins says that the objectives of the teachers are these, in this order: self-image, self-discipline and the curriculum.

"We all feel that if a child is proud of himself and what he can do, if he can work well by himself and with others, the curriculum will be no problem.

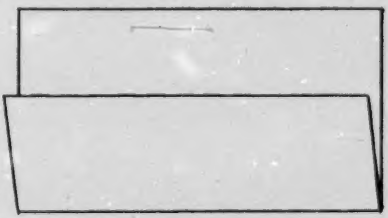
"We've proved this to be true.

"We've also proved that there is no such thing as a short attention span. Give the children something they are interested in (and in our case this happens to be the newspaper) and they will stay interested for long periods of time."

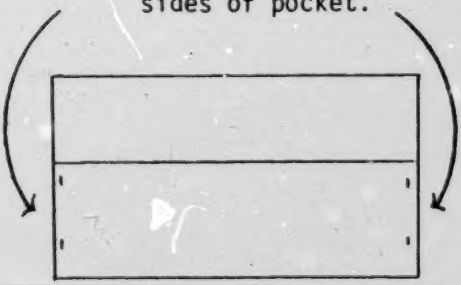
Instructions for making your own envelopes:

STEP 1: Use oak tag paper or any other; rectangular shape; any size.

STEP 2: Fold the bottom end of paper up to make the pocket of envelope.



STEP 3: Staple or paste sides of pocket.



THE ENVELOPES

They start off plain and end up bright, colorful and easy to read.

The titles indicate the subject matter.

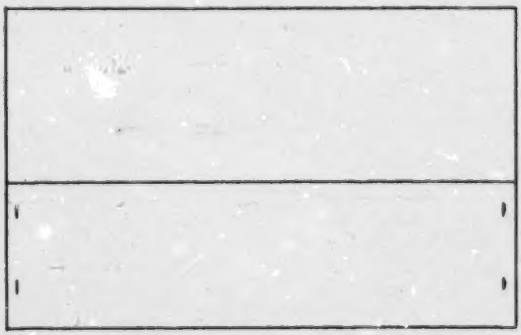
The theme for some is the same. Varied titles keep the students' interest.

The material in the pocket may be started by the teacher and added to by the students. Or it may be provided entirely by the teacher or entirely by the students. It depends on how it is to be used.

Everything done by the students is talked about, corrected, discarded or (most often) praised. Sometimes this is done in a large group; sometimes individually. There is no set pattern and procedures will vary from day-to-day, from teacher-to-teacher and from envelope-to-envelope.

Remember to use letters and words in big type for young children.

Finished product:



Language Arts

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(1) Title on Envelope: *WHAT DOES IT MEAN?*

Object: To understand commonly-used expressions

EXAMPLES

Bouncing Checks

bird's-eye view **ROUND ROBIN**

Catch A Wave

(2) Title on Envelope: *LET'S TALK HAWAIIAN*

Object: To understand Hawaiian words

EXAMPLES

PALI **Kokua** Luau

Hale pupu Keiki

KAMAAINA Lilikoi

(3) Title on Envelope: *A WORLD OF CURSIVE WORDS*

Object: To teach youngsters to convert printing to cursive writing

EXAMPLES

missing boat turns up

tied with 206 cards

BEST COPY AVAILABLE

(4) Title: *PIDGIN TALK*

Object: To understand pidgin

EXAMPLES

"da kine"

"Easy Bruddah"

"GEEV UM DA AX!!"

(5) Title: *WE JOIN TOGETHER*

Object: To recognize compound words

EXAMPLES

MIDDLEMAN!

heartbeat SOMETHING

longtime *Sunbeams*

(6) Title: *WHERE ARE YOU, LITTLE WORD?*

Object: To find little words in big words

EXAMPLES

Island decision

CABINETS

(7) Title: *FOR YOUR WRITING*

Object: To practice cursive writing

BEST COPY AVAILABLE

EXAMPLES

eyeball to eyeball

ball point pens roll

(8) Title: *HOW MANY PARTS?*

Object: To teach syllabication

EXAMPLES

Paradise

Depend

Ancient

Language

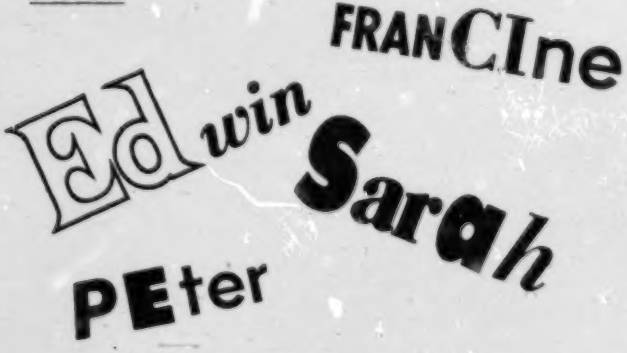
Pictures

MUSEUM

(9) Title: *WRITE YOUR NAME*

Object: To learn to spell one's own name

EXAMPLES



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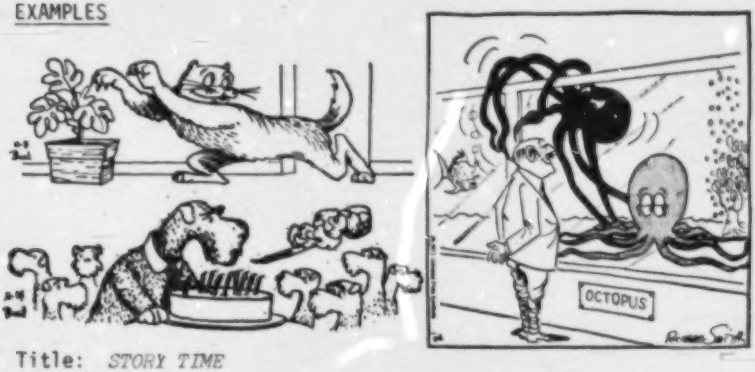
(10) Title: *TALK STORIES*

Object: To use one's imagination and to learn to speak well (sometimes the stories are put on tape so that children can hear themselves)

EXAMPLES



(11) Title: *STORY TIME*

Object: To talk about pictures

EXAMPLES

(12) Title: *MATCHING LETTERS*

Object: To recognize letters even though they do not always look the same

EXAMPLES

BEST COPY AVAILABLE

(13) Title: *WHERE ARE YOU, LITTLE ONE?*

Object: To find little words in bigger words

EXAMPLES

Business **Novelist**

engagement **insurance**

Photographers

(14) Title: *WE THANK THEE*

Object: To recognize thank you words and thank you pictures (a lesson in values)

EXAMPLES

"MAHALO"

THANK YOU

(15) Title: *ARE THEY OPPOSITE?*

Object: To recognize words as the same or opposite

EXAMPLES

Old *New*

Easy *hard*

SHORT LONG

BEST COPY AVAILABLE

(16) Title: *LOOK, MOM, NO MOUTH*

Object: To role-play words or pictures as a first step for the *reluctant talker. Also to recognize verbs as action words.*

EXAMPLES

Counting

Eating

ROUND

(17) Title: *ACTORS, ACTRESSES*

Object: Same as No. 16

EXAMPLES

knock

yelling

FLY

Freeze

(18) Title: *DOES IT RHYME?*

Object: To recognize rhyming words

EXAMPLES

MISTER TWISTER
RATTLE BATTLE

Spyder Rider

sooper dooper

Lister blister

BEST COPY AVAILABLE

(19) Title: *LET'S SAY IT IN HAWAIIAN*

Object: To understand and speak common Hawaiian words

EXAMPLES

ULU MAU Huli Huli

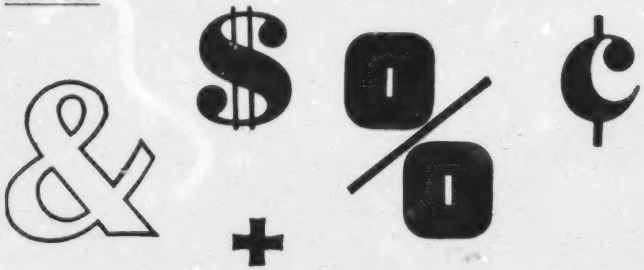
HAWAII NEI No Ka Oi

Kamehameha

(20) Title: *IT'S A SYMBOL*

Object: To understand commonly used signs

EXAMPLES



(21) Title: *STOP! LISTEN!*

Object: To recognize that certain sounds go with certain feelings and expressions

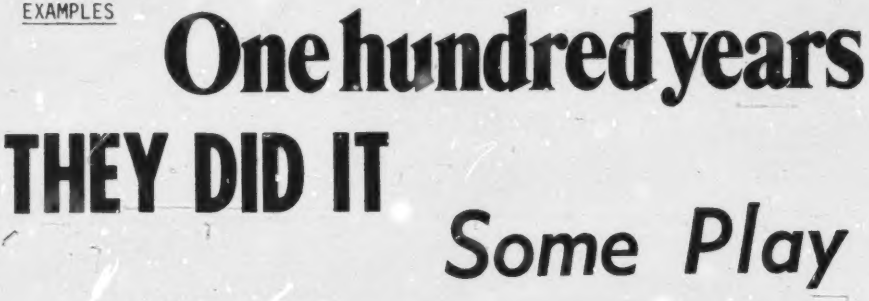
EXAMPLES

BEST COPY AVAILABLE

(22) Title: *LET'S SAY IT*

Object: To understand that one may say the same thing differently depending on context

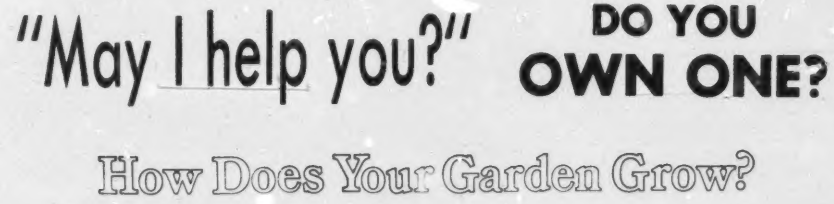
EXAMPLES

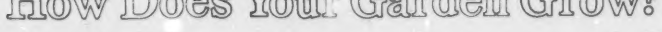


(23) Title: *WHAT? WHERE? WHEN? WHO?*

Object: To recognize the sign that asks a question

EXAMPLES

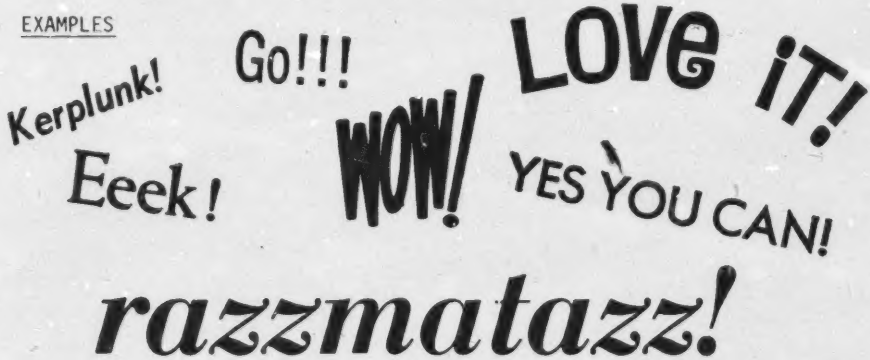




(24) Title: *EXCITEMENT SENTENCES*

Object: To recognize the sign that shows excitement

EXAMPLES



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(25) Title: *END IT*

Object: Given the start, finish the sentence

EXAMPLES

Ask us for

I NEVER THOUGHT

Give yourself an

(26) Title: *START IT*

Object: Given the end, start the sentence

EXAMPLES

put you up.

around the world.

on your way

(27) Title: *IT'S IN THE MIDDLE*

Object: Given the middle, put on a start and a finish. (This was the hardest language arts exercise given the students.)

EXAMPLES

***is not the* HAS GOT IT ALL**

***will buy it* meet the other**

BEST COPY AVAILABLE

(28) Title: *PATTERNS*

Object: To recognize patterns in words

EXAMPLES

call **Fall** **Wall** All

FOOD **WOOD** **HOOD** *good*

(29) Title: *USE IT*

Object: To be able to use words in sentences

EXAMPLES

home **SHOPPING**

beach Funny

morning Television

(30) Title: *FIX IT UP*

Object: To make corrections

EXAMPLES

Mix 'N' Match *Kopykats*

Tops 'N' Pants

DIS 'n' DAT

BEST COPY AVAILABLE

(31) Title: *HOW MANY PARTS?*

Object: To learn how many parts to a word (by handclapping or other sounds. Terminology not important.)

EXAMPLES

Timely **Polynesian**

storyteller

consumer **FANTASTIC**

(32) Title: *BE A TEACHER*

Object: To encourage youngsters to help each other spell

EXAMPLES

Your dresses New

show HIGH Sky

(33) Title: *FOR THE TYPEWRITER*

Object: To learn the letters by copying on a typewriter

EXAMPLES

Feel the difference...fast!

LOOK WHAT YOUR DOLLARS WILL BUY!

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(34) Title: *KNOW YOUR A, B, C's*

Object: To learn the alphabet

EXAMPLES

A B C D e F G

(35) Title: *COPY ON THE BOARD*

Object: Transcribing into cursive writing

EXAMPLES

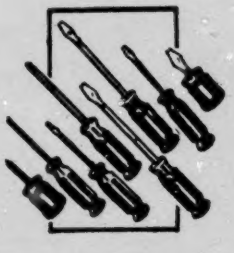
'The Lions are Free'

on a silver platter

(36) Title: *TELL HOW MANY*

Object: To learn to count and to recognize sets

EXAMPLES



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(37) Title: *MATCH IT*

Object: To recognize words which are the same

EXAMPLES

Talk, Talk ,Talk, Talk

HMMMMM
HMMMMMM
HMMMM

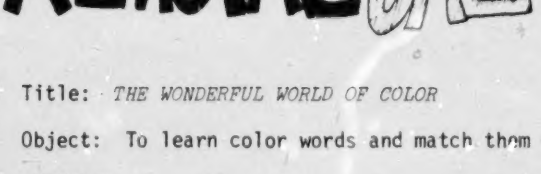
IS RELEVANT
IS RELEVANT

(38) Title: *SALE, SALE, SALE*

Object: To understand the meaning of the word and the importance to people

EXAMPLES

WALK-IN SALE



(39) Title: *THE WONDERFUL WORLD OF COLOR*

Object: To learn color words and match them with colors

EXAMPLES

No's 40 through 46 were not done with envelopes but could be easily adapted to this method if the teacher wished.

(40) Put letters, phrases, headlines, sentences on language master cards; have the youngsters play them, listen and repeat the words. This is an excellent speaking and listening exercise.

(41) Stories about pictures. Children take pictures, paste them on cardboard, then find words in the newspaper to describe them. Responses will vary from one word to complete sentences. Discuss all "stories" with the whole class.

(42) Flannel story. Cut out pictures from the paper to make a sequence on the flannel board. Have children tell the story as they follow the pictures.

(43) Let's draw a monster. Students draw their own monsters, then find words in the paper that describe the sounds the monster makes.

(44) Let's look at a picture. Take one very large picture and have children as a whole class talk about it and what they see. This could also be done with a cartoon or comic strip put on an overhead projector.

(45) It's in a plate. A sentence or a word is cut out, pasted in the middle of a paper plate and hung in a prominent spot. The students discuss with the teacher what it means. This can be done in a variety of ways. You're doing the same thing as in "What Does It Mean?" but the students think it is different because the technique is different.

(46) News booklet. Students cut out pictures they like to make up a news booklet for the class. Even in kindergarten, pictures will range from bikinis to bicycles.

(47) Our day at the zoo. This is also a booklet, compiled by students as they find pictures in the paper of animals they might see at the zoo.

Social Studies

BEST COPY AVAILABLE

(48) Title: *HAWAII NO KA BEST*

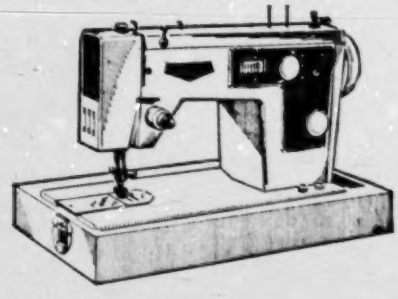
Object: To find things about Hawaii and to learn to appreciate things Hawaiian

EXAMPLES

(49) Title: *FOR MOTHER*

Object: To understand which things are for Mother

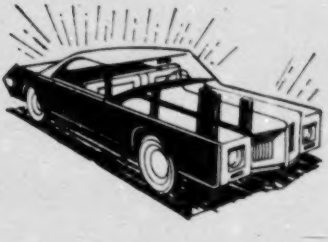
EXAMPLES



(50) Title: *FOR DADDY*

Object: To differentiate between things for Mother and things for Daddy. (If you compare their choices, you will get a good insight into how they see the roles of their paretns.)

EXAMPLES



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(51) Title: *I WANT TO BE A*

Object: To learn who does what jobs in the community

EXAMPLES

STORE DETECTIVE

COOK

FASHION DESIGNER

Barber

(52) Title: *ALL ABOUT STORES*

Object: To learn the different stores and what is sold in them

EXAMPLES

Robins

VANS

the Ritz

PARKVIEW

Gem

Where Quality Costs Less

(53) Title: *SPECIAL HOLIDAYS*

Object: To find things which relate to Christmas, Aloha Week, Thanksgiving and so on

EXAMPLES

BEST COPY AVAILABLE

(54) Title: *Mmm - IT'S ONO*

Object: To learn about the different foods and why we eat them

EXAMPLES

(55) Title: *GULP! GULP!*

Object: To learn about things we drink

EXAMPLES

(56) Title: *MOTHER'S WORK*

Object: To recognize what mother does and what she uses in her work

EXAMPLES

BEST COPY AVAILABLE

(57) Title: *DADDY'S WORK*

Object: To learn the kinds of things daddy works with

EXAMPLES

(58) Title: *THE LAUGHING BOX*

Object: To find things which makes us happy

EXAMPLES

(59) Title: *SOMETIMES WE'RE SAD*

Object: To be able to talk about things which makes us sad

EXAMPLES

BEST COPY AVAILABLE

(60) Title: *HIS AND HERS*

Object: To be able to differentiate between things for a boy and things for a girl.

EXAMPLES

(61) Title: *THE MELTING POT*

Object: To learn about the different people who live in Hawaii

EXAMPLES

French *Japanese*

Chinese *Filipino*

italians HAWAIIANS

(62) Title: *THINGS THAT GO, GO, GO*

Object: To find things that move and learn how they operate

EXAMPLES

BEST COPY AVAILABLE

(63) Title: *THE WORLD OF MAGIC*

Object: To learn magic words which help each other

EXAMPLES

Pardon us **THANK YOU**

The Pleasure Has Been Ours Need Help?

SORRY! ***MAHALO***

(64) Title: *PETS ARE FOR LOVING*

Object: To learn to appreciate and care for animals

EXAMPLES

(65) Title: *LIGHT OR HEAVY*

Object: To learn the difference

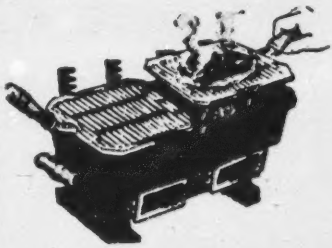
EXAMPLES

BEST COPY AVAILABLE

(66) Title: *HOT OR COLD*

Object: To be able to classify things by whether they are hot or cold

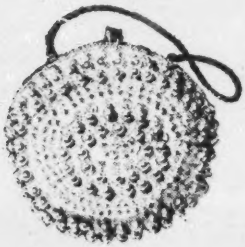
EXAMPLES



(67) Title: *SUGAR AND SPICE AND EVERYTHING NICE*

Object: To choose things for girls

EXAMPLES



(68) Title: *SNIPS AND SNAILS AND PUPPY DOG TAILS*

Object: To choose things for boys

EXAMPLES

BEST COPY AVAILABLE

(69) Title: *OUR COUNTRY*

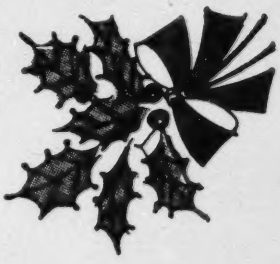
Object: To learn love of country

EXAMPLES

(70) Title: *TRICK OR TREAT*

Object: To learn about Halloween and other holidays

EXAMPLES



(71) Title: *SAME OR DIFFERENT*

Object: To be able to tell if things in a picture are the same or different

EXAMPLES

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(72) Title: *OUR WORLD OF DISCOVERY*

Object: To learn about the senses and how to use them

EXAMPLES

EYES THAT SEE

(73) Title: *TONGUE THAT TASTES*

(74) Title: *NOSE THAT SMELLS*

BEST COPY AVAILABLE

(75) Title: *HANDS THAT FEEL*

(76) Title: *EARS THAT HEAR*

(77) Title: *WHAT DO WE EAT?*

Object: To learn what to eat at each meal and some basic nutrition

EXAMPLES

APPLE

CORN

MILK

Mathematics

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(78) Title: *LESS THAN*

Object: To learn the relationship of numbers

EXAMPLES

$3 < 7 \quad 2 \leq 5$

(79) Title: *GREATER THAN*

Object: Same as above

EXAMPLES

$9 > 4 \quad 3 \geq 1$

(80) Title: *IT'S A DATE*

Object: To learn how to say and write a date

EXAMPLES

February 14

July 29, 1972

Tuesday, March 2

APRIL

14

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(81) Title: *FIND THE NUMERALS*

Object: To reocgnize numerals and be able to put them in order. Also to learn that the same numbers do not always look the same.

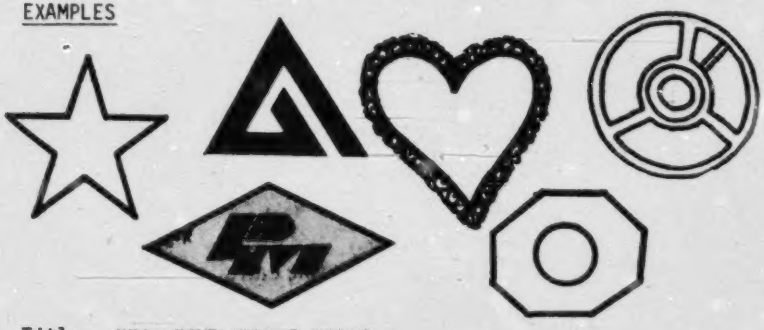
EXAMPLES

1 2 3 4 5 6 7 8

(82) Title: *SHAPES*

Object: To recognize and learn the names of various shapes

EXAMPLES



(83) Title: *KNOW YOUR NUMBER WORDS*

Object: To learn which words go with which numerals

EXAMPLES

dozen *Zero* Six

pair four *fifth*

nine

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(84) Title: *SETS*

Object: To recognize sets and the number in each

EXAMPLES

(85) Title: *IT'S ALL IN A WEEK*

Object: To learn the days of the week

EXAMPLES

Friday

Monday

SUNDAY

SATURDAY

Yesterday

Tonight

THURSDAY

(86) Title: *IT'S ALL IN A YEAR*

Object: To learn the months of the year

EXAMPLES

August

JULY

March

October

JANUARY

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(87) Title: *CAN YOU FIND A PAIR?*

Object: To learn to recognize a pair. This can be preliminary to working with sets.

EXAMPLES

(88) Title: *IT'S NUMBER TALK*

Object: To learn words for numerals

EXAMPLES

Thirties

fourth

twins

twice

SECOND

THOUSAND

(89) Title: *HELLO! HELLO!*

Object: To learn numbers by dialing toy telephones. This was the most popular math activity and combines language arts in that children talk to each other after dialing.

EXAMPLES

941-0937

Phone
841-1675

CALL 536-0061

548-7927

BEST COPY AVAILABLE

(90) Title: *HICKORY, DICKORY, DOCK*

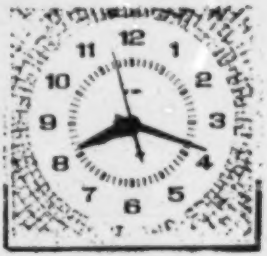
Object: To learn how to tell time

EXAMPLES

6:00

9:30 P.M.

4 pm



3:00

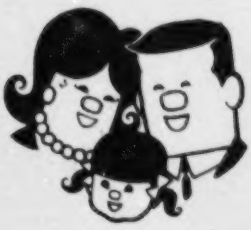
5:30 P.M.

2 P.M.

(91) Title: *HOW MANY?*

Object: To learn to count. The students also learn to count in Hawaiian and Japanese.

EXAMPLES



(92) Title: *NUMERALS*

Object: To learn to recognize numbers

EXAMPLES

78 39 67 95 29 43 74¢ 98 31 63

(93) Title: *MATCHING NUMBERS*

(94) Title: *MATCHING SOUNDS*

(95) Title: *MATCHING LETTERS*

(96) Title: *MATCHING WORDS*

No's 93 through 96 were not done with envelopes. The teacher passes out pieces of cardboard on which numbers, words, sounds or letters are pasted. Numbers, for instance, are on both left and right hand sides of the cards but not in the same order. Strings attach to each number on one side must be placed in a slot beside the opposite number.

Other Activities

BEST COPY AVAILABLE

(97) Title: *CRAYON FUN*

Object: To be able to color within the lines with appropriate colors

EXAMPLES

(98) Title: *KEEPING PHYSICALLY FIT*

Object: To learn what to do to stay healthy

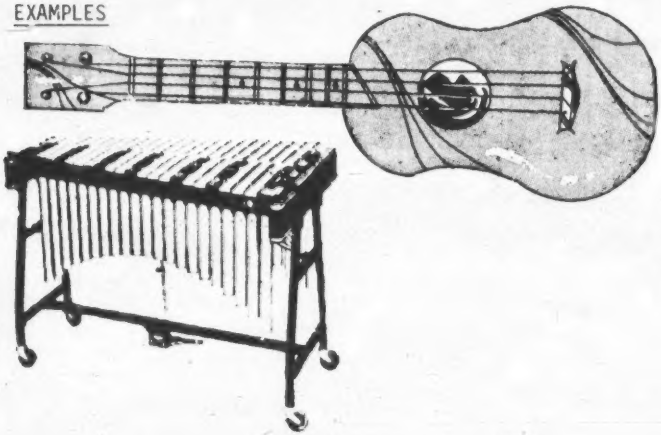
EXAMPLES

BEST COPY AVAILABLE

(99) Title: *MUSIC MAKES US HAPPY*

Object: To learn the different kinds of musical instruments

EXAMPLES



(100) Title: *IT'S A WONDERFUL WORLD*

Object: To find things which have to do with science and talk about them

EXAMPLES